

Year 2	Spring Term	Visits:
 EASTFIELD PRIMARY SCHOOL		
Key Outcomes	Key Outcomes	Key Outcomes
<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;">Children will focus their reading this term on:</p> <p>Alice in Wonderland- Emma Chichester Clark Children will further develop their inference skills and link to how Alice took risks and showed great curiosity when she drank the potion and ate the food at the beginning of the story. They will discuss Alice being social and thoughtful throughout the story creating many key friendships along the way. Link to Alice’s zest for life and overall highly motivated personality.</p> <p>Little Wings - F J Beerling Children will discuss the sequence of events in stories and how how items of information are related in a book They will make links between current and prior reading . They will also discuss how Amy Johnson showed great determination in her plans for her journey and how she showed courage to begin her journey and resilience throughout all of the conditions and factors she faced.</p> <p>Animal and nonsense poems - Spike Milligan Children will look at different text types and discuss how poetry allows a writer to break the literature rules. They will continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear.</p> <p>Australia - Anita Ganari Children will further develop their knowledge and use of non-fiction texts. They will learn how important it is to broaden their horizons to find out about other countries, people and cultures.</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Children will develop their writing through the following genres:</p> <p>Stories with imaginary settings Children will create their own version of the Alice in Wonderland story.</p> <p>Recounts Taking inspiration from the real life events of Amy Johnson, children will produce a Factual Recount of her solo flight and journey to Australia.</p> <p>Non-chronological reports Linking to the geography learning, the children will plan and write their own non- chronological report on the country, Australia.</p> <p>Nonsense Poems Children will plan and write their own version of the story <i>Katie in London</i> in the style of James Mayhew.</p>	<p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Children will develop their skills in:</p> <p>Money Recognising and using symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Measurement Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths and record the results using >, < and =.</p> <p>Time Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time. Tell and write the time including quarter past/to the hour and draw the hands on a clock face to show these times. Tell and write the time to five minutes and draw the hands on a clock face to show these times.</p> <p>Geometry position and direction Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) .</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, and totalling and comparing categorical data.</p>

<p style="text-align: center;"><u>Enterprise Activity</u></p> <p>Global Citizenship As global citizens, children will learn about raising awareness of the impact fast fashion has on our planet. Following a campaign launch assembly, they will learn how to make changes in the way we shop, dress and consume. They will learn how to adapt, upcycle, borrow, swap clothes and also how to buy products made responsibly or second hand. They will understand how their choices affect others and will raise awareness in our school community about sustainability in fashion.</p>	<p style="text-align: center;"><u>SMART Values/ Character Education</u></p> <p>The foci for this term are Resilient and Thoughtful</p> <p>Resilient Children will build on their understanding of courage, bravery and resilience through their study of Amy Johnson and her achievements. They will develop their own skills by taking responsibility for self-managing their behaviour towards others and by being brave in addressing and resolving any conflicts.</p> <p>Thoughtful Children will build on their understanding of respect and tolerance of others' beliefs during the RE unit 'Believing'.</p>	<p style="text-align: center;"><u>PSHE</u></p> <p>Relationships Children will learn about families, keeping safe – exploring physical contact, friends and conflict, secrets, trust and appreciation and celebrating my special relationships.</p> <p>Changing Me Children will learn about life cycles in nature, growing from young to old, the changing me, boys' and girls' bodies, assertiveness and looking ahead.</p>	<p style="text-align: center;"><u>Key Texts</u></p> <p>Various non fiction books about Australia</p> <p>Australia - Anita Ganari</p> <p>Alice in Wonderland- Emma Chichester Clark</p> <p>Little Wings - F J Beerling</p> <p>Animal and nonsense poems - Spike Milligan</p>
<p style="text-align: center;"><u>Science</u></p> <p>Living things and their habitats A scientists, children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other and they will identify and name a variety of plants and animals in their habitats, including microhabitats . They will find out and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p style="text-align: center;"><u>History</u></p> <p>Significant historical events, people and places in their own locality - Amy Johnson, the first woman to fly solo to Australia As Historians we will learn about why Amy Johnson flew solo to Australia, why the events happened and what happened after the event. We will discuss the changes since the early 20th century to the lives of women. Children will order key events from Amy Johnson's life in chronological order and compare similarities and differences in homelife and society between the past and present and they will use a range of resources to find out why Amy Johnson was so special. They will write diary entries to explain the difficulties Amy experienced on the flight to show their understanding.</p>	<p style="text-align: center;"><u>PE</u></p> <p>Basketball Children will further develop their skills by learning the 3 passes (chest, bounce and overhead). They will further develop their throwing and catching skills and they will apply the skills they learn in short games.</p> <p>Cricket Children will develop their underarm throw for bowling and the overarm throw and understand that this is used to throw a greater distance. They will develop a batting grip and set up and understand the ball is hit with the flat part of the bat and they will practise hitting a ball bowled towards them with a bat.</p> <p>Athletics Children will develop awareness of speed & distance, learning to run in a coordinated & fluent way for a short duration and they will also increase their stamina by running long distances and understand to start steady and finish fast instead of running fast and slowing down. They will perform a standing long jump and throw a vortex.</p>	
<p style="text-align: center;"><u>Music</u></p> <p>As musicians, children will be involved in learning and performing a 30 minute presentation which includes singing, optional instrumental parts, acting and movement. Children will perform to parents.</p>	<p style="text-align: center;"><u>DT</u></p> <p>Create a picture frame using wood and strengthening corners As design technologists pupils will select pictures and examples to help develop their design ideas and discuss the need for it to be a functional product designed for a specific audience. They will choose an appropriate material it will be made from and explain their reasoning. They will measure, cut and join pieces of wood to triangle pieces to reinforce structure and finally, discuss how closely their finished product meets their design criteria.</p>		

<p style="text-align: center;"><u>Geography</u></p> <p>As Geographers, we will draw on prior knowledge to compare a small area of Australia (Darwin) with the United Kingdom. We will locate Australia on a map of the world and Darwin and the Northern Territory on a map of the world. We will investigate how long it would take to travel to Darwin and the best form of transport to take. Drawing on prior knowledge of weather patterns, we will look at the similarities and differences in animal and plant life and the reasons for this. We will also compare population size and investigate the Aboriginal people that make up over a quarter of the population.</p>	<p style="text-align: center;"><u>RE Believing</u></p> <p>This unit builds directly on children’s learning in the previous Unit 2.1 Belonging, focusing on beliefs and how those are expressed. Pupils will be able to say what they believe in and how Christian beliefs compare with Jewish beliefs. Pupils will learn about the holy books, the Torah and the Bible and be able to say how people of faith treat these books. Pupils will investigate Christian and Jewish artefacts and symbols and explain how and why they are important to people of faith. Pupils will focus on the Palm Sunday story and the significance of Jesus’s entry to Jerusalem.</p>	<p style="text-align: center;"><u>Art</u></p> <p>Collage As artists, children will investigate the French Artist -Matisse ‘ work, ‘The Snail’ and the technique of collage he uses. Children will create their own animal collage by cutting up shapes in brightly coloured paper in the style of Matisse.</p> <p>Painting Pupils will take inspiration from their geography work on Australia to paint a picture in the style of the aboriginal art. They will use primary colours to make secondary colours and look at how to make shades of brown. They will experiment with colour mixing primary and secondary colours and shades of these colours using tints and tones.</p>
<p style="text-align: center;"><u>Computing</u></p> <p>Making Music This unit will provide the children with the knowledge and understanding to create simple and more complex animations using 2Sequence. They will make music digitally. They will explore, edit and combine sounds and add sounds to a tune they’ve already created to change it. They will think about how music can be used to express feelings and create tunes which depict feelings. They will upload a sound from a bank of sounds into the Sounds section and then go on to record their own sound and upload it into the Sounds section. Children will then create their own tune using the sounds which they have added to the sounds section.</p> <p>Presenting Ideas In this unit children will explore how a story can be presented in different ways. They will make a quiz about a story or class topic. They will be taught how to extract information from a2Connect file to make a publisher fact file on a nonfiction topic, add appropriate clipart, photos and tables. Children will then present their fact file to the class.</p>		